

# ALABAMA WORKFORCE INVESTMENT SYSTEM

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May 3, 2005

GOVERNOR'S WORKFORCE DEVELOPMENT DIRECTIVE NO. PY2000-18, Change 7

**SUBJECT:** Workforce Investment Act (WIA) Performance Accountability System

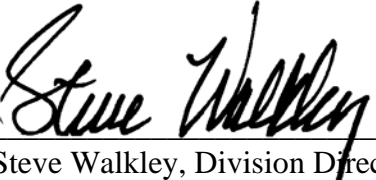
1. **Purpose.** This transmits the following Training and Employment Guidance Letter (TEGL)

<u>Number</u>	<u>Date</u>	<u>Subject</u>
28-04	04/15/2005	Common Measures Policy

2. **Discussion.** TEGL No. 28-04 informs the workforce investment system of the revised policy on common performance measures for Federal job training and employment programs and to rescind TEGL 15-03.

3. **Action.** Copies of TEGL No. 28-04 are provided for informational and potential action purposes.

4. **Contact.** Please direct any questions regarding this information to Fannie Harris, Supervisor, Information Management/Reporting at 334/242-5381 or via email, [fannieh@adeca.state.al.us](mailto:fannieh@adeca.state.al.us).

  
Steve Walkley, Division Director  
Workforce Development Division

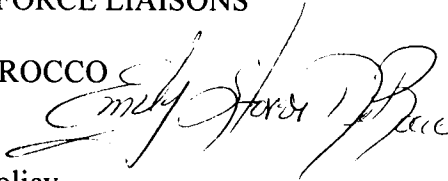
Attachment

<b>EMPLOYMENT AND TRAINING ADMINISTRATION</b> <b>ADVISORY SYSTEM</b> <b>U.S. DEPARTMENT OF LABOR</b> <b>Washington, D.C. 20210</b>	<b>CLASSIFICATION</b> WIA/Performance Reporting
	<b>CORRESPONDENCE SYMBOL</b> PROTECH
	<b>DATE</b> April 15, 2005

**TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 28-04**

**TO:** ALL STATE WORKFORCE AGENCIES  
ALL STATE WORKFORCE LIAISONS

**FROM:** EMILY STOVER DeROCCO  
Assistant Secretary



**SUBJECT:** Common Measures Policy

**1. Purpose.** To inform states and grantees of the Employment and Training Administration's (ETA) revised policy on common performance measures for Federal job training and employment programs, and rescind Training and Employment Guidance Letter (TEGL) 15-03.

**2. References.** President's Management Agenda, [http://www.whitehouse.gov/omb/budintegration/pma\\_index.html](http://www.whitehouse.gov/omb/budintegration/pma_index.html); OMB Director's Memorandum M-02-06, <http://www.whitehouse.gov/omb/budintegration/common.html>; TEGL No. 15-03, "Common Measures Policy"; and TEGL No. 18-04, "Announcing the Soon-to-be-published Proposed Revisions to Existing Performance Reporting Requirements for the Implementation of Common Measures for Title I of the Workforce Investment Act (WIA), the Wagner-Peyser Act (Employment Service/Labor Exchange), the Trade Adjustment Assistance Reform Act (TAA), and Title 38, Chapter 41 Job Counseling, Training, and Placement Service (Veterans' Employment and Training Service)."

**3. Background.** This document rescinds and replaces the common measures policy outlined in TEGL 15-03. ETA's statutory and regulatory authority to administer job training and employment programs includes provisions allowing for the requirement of performance reporting from states and grantees. In 2001, the President announced a Management Agenda to improve the management and performance of the Federal government. One of the five government-wide goals, budget and performance integration, emphasizes program effectiveness. As part of the President's budget and performance integration initiative, the Office of Management and Budget (OMB) and other Federal agencies developed performance measures for certain programs with similar goals. OMB Director's Memorandum M-02-06 and subsequent documents from OMB outline broad indicators of performance for job training and employment programs.

The common measures are an integral part of ETA's performance accountability system. The value of implementing common measures is the ability to describe in a similar manner the core purposes of the workforce system—how many people found jobs; did people stay employed; and did their earnings increase. Multiple sets of performance measures have burdened states and grantees as they are required to report performance outcomes based on varying definitions and methodologies. By minimizing the

<b>RESCISSIONS</b> TEGL 15-03	<b>EXPIRATION DATE</b> Continuing
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different reporting and performance requirements, common performance measures can facilitate the integration of service delivery, reduce barriers to cooperation among programs, and enhance the ability to assess the effectiveness and impact of the workforce investment system.

The workforce investment system is also being transformed to a demand-driven system with strategic investments in workforce solutions that result in more individuals being trained for high-skill jobs in high-growth, high-demand industries. The performance accountability system, with common performance measures at its core, needs to be aligned with the specific demand-driven strategies identified both at the state and local levels. The demand-driven approach may require unique approaches to training and service delivery. It may require shorter and targeted training in some cases and longer term training in others, depending on the specific skills and credentials identified as necessary by industry – both at entry level and as individuals’ progress up and across career lattices. In all cases, the focus continues to be on connecting employers with skilled workers, and connecting workers with good jobs, as reflected in the common performance measures. To minimize burden on states and local areas, as ETA programs are reauthorized, we will work to ensure that statutory performance measures are consistent with these common measures.

Three common measures apply to programs serving adults and three common measures apply to programs serving youth:

#### Adult Measures

- Entered Employment
- Employment Retention
- Earnings Increase

#### Youth Measures

- Placement in Employment or Education
- Attainment of a Degree or Certificate
- Literacy and Numeracy Gains

Although program efficiency was identified as a common measure for Federal job training and employment programs in TEGL 15-03, ETA has revised its policy and will not require states and grantees to report on this measure. Instead, ETA will use existing program management data to report program efficiency at a national level to OMB.

Programs administered by six Federal agencies – the Departments of Labor, Education, Health and Human Services, Veterans Affairs, Interior, and Housing and Urban Development – are subject to the common measures. Attachment A contains a list of Federal programs outside of ETA impacted by the common measures. It is important to note that this policy guidance applies to Department of Labor funded programs only.

These measures provide only part of the information necessary to effectively oversee the workforce investment system. ETA will continue to collect from states and grantees data on program activities, participants, and outcomes that are necessary for program management and to convey full and accurate information on the performance of workforce programs to policy-makers and stakeholders.

This guidance includes the following sections:

<b>Section 4: Program Participation and Exit</b>	<b>Page 4</b>
<b>Section 5: ETA Common Measures Policy</b>	<b>Page 7</b>
<b>Section 6: Data Sources</b>	<b>Page 16</b>
<b>Attachment A: Federal Job Training and Employment Programs Impacted by Common Measures</b>	<b>Page 20</b>
<b>Attachment B: Common Measures At-A-Glance</b>	<b>Page 21</b>
<b>Attachment C: Definitions of Key Terms</b>	<b>Page 22</b>
<b>Attachment D: Educational Functioning Level Descriptors</b>	<b>Page 25</b>

#### **4. Program Participation and Exit**

##### **A. Point of Program Participation for Reporting**

*What is the definition of a participant?*

The term participant means an individual who is determined eligible to participate in the program and receives a service funded by the program in a physical location (e.g., a One-Stop career center). States and grantees are encouraged to consider as participants those individuals who receive services that are available electronically and are not accessed through a physical location.

##### **Operational Parameters:**

- The criteria that are used to determine whether an individual is eligible to participate will be based on the guidelines for the program.
- The term “service” does not include a determination of eligibility to participate in the program, self-directed job search that does not result in a referral to a job, services and activities specifically provided as follow-up services or regular contact with the participant or employer to only obtain information regarding his/her employment status, educational progress, need for additional services, or income support payments (except for trade readjustment allowances and other needs-related payments funded through the TAA program or National Emergency Grants (NEGs)).
- Individuals who visit a physical location for reasons other than its intended purpose (e.g., use of restrooms or ask staff for directions) are not participants.

##### **Discussion:**

Many states have already developed data management systems capable of tracking core self-service and informational activities that individuals access remotely by collecting personally identifiable data and other basic contact information. ETA encourages all states to develop such capabilities so that sufficient program management data will **be** available to provide the Administration, Congress, and our stakeholders with a more complete and accurate picture on the levels of participation and types of services being provided through the nation’s workforce investment system.

*When does program participation occur?*

Following a determination of eligibility, participation in a program commences when the individual begins receiving a service funded by the program. This phrase has the same meaning as the “date of participation” used in some of the measures.

### *Which participants count in the common measures?*

Generally, all participants will be taken into account when computing performance under the common measures. However, there are two situations where participants may not be included in the measures. First, because the employment-related measures require grantees to match personally identifiable client records with wage records, grantees may exclude those participants who do not voluntarily disclose valid social security numbers. Second, there may be some circumstances in which certain participants may not be included in one or more of the common measures because they are specifically excluded from performance measurement in the underlying program. For instance, WIA section 136(b)(2)(A) and 20 CFR 666.140, specifically state, “the core indicators of performance apply to all individuals registered for the Adult and Dislocated Worker programs, except for those individuals who participate exclusively in self-service or informational activities.” WIA participants covered by this exception will not be taken into account in the common measures. However, as part of WIA reauthorization, the Administration is proposing to remove this exception. Under current requirements, states have the authority to voluntarily submit performance information on all WIA participants in order to provide a more comprehensive picture of service delivery.

### **B. Point of Exit for Reporting**

#### *What is the definition of program exit?*

The term program exit means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services.

#### Operational Parameters:

- The term “service” does not include a determination of eligibility to participate in the program, self-directed job search that does not result in a referral to a job, services and activities specifically provided as follow-up services or regular contact with the participant or employer to only obtain information regarding his/her employment status, educational progress, need for additional services, or income support payments (except for trade readjustment allowances and other needs-related payments funded through the TAA program or NEGAs).
- Grantees that use services provided by partner programs to extend the point of exit must have the capacity to track program participants until the individual exits all services funded by the program or the partner program.
- The phrase “and is not scheduled for future services” does not apply to participants who voluntarily withdraw or dropout from the program. In these circumstances, once a participant has not received any services funded by the program or a partner program for 90 consecutive calendar days and has no planned gap in service, the date of exit is applied retroactively to the last day on which the individual received a service funded by the program or a partner program.

### Discussion:

To encourage service integration and recognize shared contributions toward performance outcomes, workforce programs can share accountability under the common measures when the participant has exited all services funded by the program or funded by a partner program. Some methods for tracking participants across programs include specifying services financially assisted by partner programs in the individuals' service plans, coordinating service tracking through integrated data systems or other technologies, and providing coordinated follow-up services to individuals.

*Are there any exceptions to the definition of exit?*

Participants should not be considered as exited if there is a planned gap in service of greater than 90 days in one of the following circumstances:

- Delay before the beginning of training
- Health/medical condition or providing care for a family member with a health/medical condition
- Temporary move from the area that prevents the individual from participating in services

Grantees must document any gap in service that occurs and indicate the reason for the gap in service.

*When does exit from the program occur?*

Once a participant has not received any services funded by the program or a partner program for 90 consecutive calendar days and has no planned gap in service and is not scheduled for future services, the date of exit is applied retroactively to the last day on which the individual received a service funded by the program or a partner program.

### **C. Excluding Participants from the Common Measures**

Occasionally, circumstances arise that are beyond the control of both the participant and the program. The intent here is to identify a common list of specific reasons as to why a participant can be excluded from common measures calculations. Participants in the following categories, either at the time of exit or during the three-quarter measurement period following the exit quarter, will be excluded from the computation of the measures:

- *Institutionalized* – The participant is residing in an institution or facility providing 24-hour support, such as a prison or hospital, and is expected to remain in that institution for at least 90 days. Individuals with disabilities (as defined in 29 CFR 37.4) residing in institutions, nursing homes, or other residential environments cannot be excluded under this reason. This reason does not apply to the Responsible Reintegration of Youthful Offenders program.



- *Health/Medical or Family Care* – The participant is receiving medical treatment or providing care for a family member that precludes entry into unsubsidized employment or continued participation in the program. This does not include temporary conditions or situations expected to last for less than 90 days.
- *Deceased* – Self-explanatory.
- *Reservists Called to Active Duty* – The participant is a reservist who is called to active duty for at least 90 days.
- *Relocated to a Mandated Residential Program* – For youth participants only, the participant is in the foster care system or any other mandated residential program and has moved from the area as part of such a program.

Grantees must fully document any reason that excludes the participant from common measures calculations.

**5. Employment and Training Administration Common Measures Policy.** All programs administered by ETA will be subject to the common measures policy. Designation that a program is subject to the adult and/or youth measures will be implemented through modifications to each program's reporting and recordkeeping system and in no way impacts the existing age eligibility requirements of the program.

The remainder of this Section describes the methodologies and important operational parameters of the measures. Definitions of key terms for the measures can be found under Attachment C to further clarify details needed to implement the measures. The adult common measures are discussed in Part B of this Section, and the youth measures are addressed in Part C. The data sources and methods that grantees are authorized to use when calculating the common measures are explained in Section 6 of this document.

#### **A. Introduction to Common Measure Methodologies**

The methodologies of the common measures are written as an equation, clearly identifying who is in the numerator and who is in the denominator. In cases where there are conditions that apply to both the numerator and denominator, *the condition* is represented in italics at the beginning of the measure. For example, the adult entered employment rate is defined as:

*Of those who are not employed at the date of participation:*

The number of adults who are employed in the first quarter after the exit quarter divided by the number of adults who exit during the quarter

The condition “of those not employed at the date of participation” applies to both the numerator and denominator as follows: the number of adults who *are not employed at the date of participation* and are employed in the first quarter after the exit quarter divided by the number of adults who *are not employed at the date of participation* and exit during the quarter. In addition, the phrase “who exit during the



quarter” is used frequently in the denominators of the measures. This phrase has the same meaning as the term “exit quarter” used in some of the numerators.

The definitions of other key terms used in the common measure methodologies may be found in Attachment C.

## **B. Adult Measures**

### **Entered Employment**

#### Methodology:

*Of those who are not employed at the date of participation:*

The number of participants who are employed in the first quarter after the exit quarter divided by the number of participants who exit during the quarter.

#### Operational Parameters:

- Individuals who are employed at the date of participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Individuals who, although employed, have either received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or are currently on active military duty and have been provided with a date of separation from military service are considered not employed and are included in the measure.
- Employment at the date of participation is based on information collected from the individual, not from wage records.

#### Discussion:

This measure provides an assessment of program impact in increasing employment for those who were unemployed. ETA recognizes concerns that have been raised concerning the exclusion of individuals who are employed at the date of participation from this measure. However, including individuals with jobs at program entry is not fully consistent with the concept of an entered employment indicator. The positive impact of services provided to incumbent workers and the underemployed can be demonstrated in both the retention and earnings measures.

## **Employment Retention**

### **Methodology:**

*Of those who are employed in the first quarter after the exit quarter:*

The number of participants who are employed in both the second and third quarters after the exit quarter divided by the number of participants who exit during the quarter.

### **Operational Parameters:**

- This measure includes only those who are employed in the first quarter after the exit quarter (regardless of their employment status at participation).
- Individuals who are not employed in the first quarter after the exit quarter are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first, second, and third quarters after the exit quarter does not have to be with the same employer.

### **Discussion:**

By defining a positive outcome as employment in the first, second, and third quarters after the quarter of exit, the measure approximates retention for at least six months following participation in the program. However, a positive outcome on the retention measure does not necessarily indicate continuous employment with the same employer.

## **Six Months Earnings Increase**

### **Methodology:**

*Of those who are employed in the first quarter after the exit quarter:*

[Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter] **minus** [total earnings in the second quarter plus total earnings in the third quarter prior to the participation quarter] divided by the number of participants who exit during the quarter.

### **Operational Parameters:**

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Individuals whose employment in either the first or third quarter after the exit quarter was determined from supplementary sources and not from wage records are excluded from the measure.
- Grantees must initiate processes to obtain the second and third quarter pre-program earnings for the individual at the time of participation in the program.
- Earnings may be excluded from each of the total quarterly amounts only where the grantee has determined that false or erroneous wage record data has been reported to the grantee, or the individual has received distributions related to severance pay or other earnings attributable to termination from an employment situation. Such a determination by the grantee must be based on documented procedures and processes for editing and cleaning wage record data and is subject to audit.

**SPECIAL NOTE:** Currently, mechanisms are not in place to provide access to wage records for all grantees operating ETA national or discretionary grant programs, including programs such as the H-1B Technical Skills Training, Migrant and Seasonal Farm Workers, Native American Employment and Training, and Senior Community Service Employment programs. For these grantees, supplemental sources of data will be permitted as an interim means of reporting on the earnings increase measure until all grantees in a program have access to wage records. Any adjustments necessary for the implementation of this measure using supplemental information as the data source will be addressed in separate program guidance.

Discussion:

This measure is designed as a pre- and post-program look at earnings change. The second and third quarters prior to participation were selected as the pre-program reference period because trends have shown that many program participants experience intermittent or stop-gap employment immediately prior to participating in employment and training programs. For purposes of the common measures, the pre-program earnings of dislocated workers will be determined as described above – second and third quarters prior to the quarter of participation – regardless of the date of dislocation. The collection of earnings in the second and third quarters after the exit quarter effectively captures an individual's earnings six months after entry into employment.

**C. Youth Measures**

**Placement in Employment or Education**

Methodology:

*Of those who are not in post-secondary education, employment, or the military at the date of participation:*

The number of participants who are in employment or the military or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter divided by the number of participants who exit during the quarter.

Operational Parameters:

- Individuals who are in post-secondary education, employment, or the military at the date of participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment, military, and education status at the date of participation are based on information collected from the individual.
- Individuals in secondary school at exit will be included in this measure.

### Discussion:

Participants who enter ETA-funded youth programs while already in post-secondary education, employment, or the military have achieved the desired outcome under this measure. Thus, these individuals are excluded from this measure. Successfully returning young people to school or alternative education is desirable, but secondary school enrollment does not qualify as a placement under this measure. Individuals in secondary school at exit are included in this measure, which is a change from previous policy guidance (TEGL 15-03). This revised policy is consistent with ETA's vision to ensure youth successfully complete their secondary education, which will ultimately lead to better long-term success in the workforce.

### Attainment of a Degree or Certificate

#### Methodology:

*Of those enrolled in education (at the date of participation or at any point during the program):*

The number of participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter divided by the number of participants who exit during the quarter.

#### Operational Parameters:

- Education refers to participation in secondary school, post-secondary school, adult education programs, or any other organized program of study.
- Individuals in secondary school at exit will be included in this measure.
- The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.
- Diplomas, GEDs, or certificates can be obtained while a person is still receiving services or at any point by the end of the third quarter after the exit quarter.

### Discussion:

Individuals in secondary school at exit are included in this measure, which is a change from previous policy guidance (TEGL 15-03). This revised policy is consistent with ETA's vision to ensure youth successfully complete their secondary education, which will ultimately lead to better long-term success in the workforce.

## Literacy and Numeracy Gains

### Methodology:

*Of those out-of-school youth who are basic skills deficient:*

The number of participants who increase one or more educational functioning levels divided by the number of participants who have completed a year in the program (i.e., one year from the date of program participation) **plus** the number of participants who exit before completing a year in the program.

### Operational Parameters:

- Pre-test must occur within 60 days following the date of participation.
- Individuals who are determined not to be basic skills deficient at pre-test are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- When administering assessment tools, individuals with disabilities (as defined in 29 CFR 37.4) should be accommodated according to: (1) section 188 of WIA, (2) guidelines associated with the assessment tool used to determine functioning levels, and (3) state law or policies. Further guidance can be found in this Section under *Testing Youth with Disabilities*.
- The measure includes individuals who are given an initial assessment but either: (1) do not post-test before exiting the program, or (2) exit before completing a year in the program (i.e., one year from the date of program participation).
- To be included in the numerator, a participant must demonstrate through post-test that he/she has advanced one or more educational functioning levels beyond the level in which he/she was initially placed at pre-test within one year from the date of participation. (Note: the one-year time period is from date of participation, not date of pre-test).
- In-school youth are excluded from this measure.

### Discussion:

The literacy and numeracy gains indicator measures the increase in the skills of participants through a common assessment tool administered at program entry and regular intervals thereafter. Youth participants for whom the goal of literacy and/or numeracy gains is most appropriate are those with basic skills deficiencies. Participants who are not basic skills deficient cannot achieve a positive outcome because they have attained basic literacy and numeracy. Exclusion of individuals who are not basic skills deficient focuses the measure on the participants with the greatest need for remediation, and minimizes the burden of testing individuals who, by virtue of their existing skill level, will not achieve a positive outcome under this measure.

In-school youth already undergo a number of assessments within the school system in order to comply with state standards of learning and, in many states, graduation exams. Requiring in-school youth to receive further academic assessments, outside of the school system is redundant since it is the responsibility of local school districts to ensure proper academic assessment of in-school youth. In addition, the assessments benchmarked to the National Reporting System (NRS) are not normalized for in-school youth. Therefore, in-school youth are excluded from this measure.

Under a normal distribution of pre-test scores, most participants' scores will place the individuals in a range where they have completed some of the skills in that particular educational functioning level. Therefore, for a majority of participants, a positive outcome for this measure (i.e., completion of one educational functioning level and an increase to the next level) is not likely to require the equivalent of completing two grade levels, but will average to the equivalent of one grade level.

#### *National Reporting System:*

- To maintain consistency with the implementation of the common measures by the Department of Education (ED), ETA is adopting policies for the ED outcome measure of educational gain, as outlined in the NRS. The NRS was developed by ED's Division of Adult Education and Literacy for implementation of an accountability system for federally funded adult education programs under WIA Title II.

#### *Educational Functioning Levels:*

- Programs assess participants at intake or within 60 days following the date of participation to determine their initial educational functioning level. As outlined in the NRS, there are two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English-as-a-Second language (ESL) students. The ABE levels roughly equate to two grade levels. Further guidance on the educational functioning level descriptors can be found in Attachment D.
- Each ABE and ESL level describes a set of skills and competencies that students entering at that level demonstrate in the areas of reading, writing, numeracy, speaking, listening, functional, and workplace skills. These descriptors provide guidelines for placing participants in educational functioning levels, based on performance on standardized tests. After a participant has completed a uniform, standardized assessment procedure, programs use these descriptors to determine the appropriate initial ABE or ESL level in which to place students.
- If a participant is functioning at different levels in reading, writing, numeracy, speaking, listening, functional, and workplace areas, the individual is placed in different ABE and ESL levels across the functioning areas. In the post-test assessment, if the participant demonstrates an increase to the next functioning level in any of the areas – reading, writing, numeracy, speaking, listening, functional, and workplace areas – he/she has made an educational gain and should be included in the numerator. For example, an individual is placed in the Beginning Basic Education level (the second ABE level) in math and the Low Intermediate Basic Education level (the third ABE level) in reading at pre-testing. The individual achieves an educational gain if he/she places in either the third ABE level in math or the fourth ABE level in reading at post-testing.

#### *Assessment Tool:*

- To measure the increase in skills of individuals, programs must use an assessment procedure comprised of a standardized test or a performance assessment with standardized scoring protocols.
- States, grantees, or contractors are not required to use the same assessment tool throughout their jurisdictions. However, programs must adhere to the following in choosing an assessment tool:  
(1) The same assessment tool is administered to the participant for pre-testing and post-testing;

- (2) The assessment tool and its scores must crosswalk directly to the educational functioning levels so that educational gains can be reported in terms of increase in one or more ABE or ESL levels; and
- (3) Tests must be administered in a standardized manner throughout the jurisdiction (i.e., used consistently and reliably across programs and produces observable results).
- Tests must be administered to individuals with disabilities (as defined in 29 CFR 37.4) with reasonable accommodations, as appropriate (see additional guidance under *Testing Youth with Disabilities*).
- The NRS provides test benchmarks for educational functioning levels (see Attachment D). The benchmarks are provided as examples of how students functioning at each level would perform on the tests. Inclusion of these tests in this guidance in no way implies that they are equivalent or that they should be used as the basis for assessment. In addition, these tests do not necessarily measure the same skills.

*Testing Interval:*

- Participants identified as basic skills deficient should be post-tested at least once by the end of one year following the individual's participation date.
- For participants who have completed one year following the participation date, if more than one assessment is administered after the initial test, the latest assessment within one year of participation should be used to determine if the participant has demonstrated an increase in at least one educational functioning level.
- Individuals who remain basic skills deficient and continue to participate after completing a full year in the program, including pre-test and post-test, should continue to receive basic skills remediation services. These participants should be included in the measure for the first year of participation. They are not included again in the measure until they have completed a second full year in the program. At the completion of the second year, these participants should be post-tested and included in the measure. To determine an increase of one or more levels, the participant's post-test scores from the second year in the program should be compared to the scores from the test that was administered at the latest point during the first year.



### *Testing Youth with Disabilities:*

When administering assessment tools, individuals with disabilities are to be provided with reasonable accommodations, as appropriate, according to:

- 1) Section 188 of the WIA;
- 2) Guidelines associated with the assessment test; or
- 3) State laws or policy.

The Department's regulations implementing WIA section 188, found at 29 CFR part 37, provide a general definition of "reasonable accommodation" for individuals with disabilities. In essence, such accommodations are "[m]odifications or adjustments," made on a case-by-case basis, "that enable a qualified individual with a disability . . . to receive aid, benefits, services, or training equal to that provided to qualified individuals without disabilities." See 29 CFR 37.4, definition of "reasonable accommodation." In the assessment context, therefore, accommodations are changes that are made to the materials or procedures used for the assessment in order to "level the playing field" -- to ensure that the assessment tool measures the individual's skills and abilities, and not his or her disabilities. Because youth with disabilities are expected to achieve the same gains as other youth, it is critically important that appropriate accommodations be provided for the assessment process, to ensure that the gains achieved by these youth can be determined accurately.

Accommodations for the assessment process generally fall into the following categories:

1. Changes to the methods of **Presentation** of the test used as an assessment tool: e.g., providing Braille versions of the test, or orally reading the directions or test questions to test-takers;
2. Changes to the methods of **Response** to the test questions: e.g., having the test-taker point to a response or use a computer for responding;
3. Changes to the **Setting** in which the test is provided: e.g., permitting the test to be taken at home, or in small groups, rather than in a large-group or institutional setting; and
4. Changes to the **Timing/Scheduling** of the test: e.g., extending the amount of time generally provided for completion of the test, permitting frequent breaks, etc.

Thurlow, M., House, A., Boys, C., Scott, D., & Ysseldyke, J. (2000). *State participation and accommodation policies for students with disabilities: 1999 update* (Synthesis Report No. 33). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved on 04/01/2005 at the following website:  
<http://education.umn.edu/NCEO/OnlinePubs/Synthesis33.html>

The Department fully expects that most youth with disabilities can and should be assessed using tests that specifically crosswalk to the educational functioning levels, with the use of accommodations where needed. We also recognize, that in very limited instances, use of these testing instruments, even with appropriate accommodations, may not provide a valid or reliable evaluation of the literacy and

numeracy skills of a youth with one or more disabilities. These instances may arise because of the nature or extent of a particular individual's disability, and/or because of limitations in the testing instruments themselves. In those rare instances, service providers and grant recipients may use alternate assessment tools to measure gains in numeracy and literacy for youth with disabilities, if those alternate tools have been deemed by the individual state to provide valid and reliable indicators of information that are comparable to the information provided through the educational functioning levels. Such alternate tools may include, but are not limited to, (1) portfolio assessments; (2) one-on-one performance assessments; and (3) alternative standardized tests. If such alternative assessment tools are used, the state and/or local level should determine, based on the type of assessment, what constitutes a successful gain for the literacy/numeracy measure.

It is advisable that youth professionals receive specific guidance and training in the administration of alternate assessments to youth with disabilities to ensure they have the necessary skills and knowledge to appropriately administer the tests and accurately interpret results.

**6. Data Sources.** This Section describes data sources and methods to collect data for the common measures. The data source(s) applicable to each measure are as follows:

PERFORMANCE MEASURE	DATA SOURCE
<b>Adult Measures</b>	
Entered Employment	Wage records and supplemental data sources
Retention	Wage records and supplemental data sources
Earnings Increase	Wage records Supplemental data sources ( <u>only</u> for grantees that do not have access to wage records)
<b>Youth Measures</b>	
Placement in Employment or Education	Wage records and supplemental data sources for placement in employment and military Administrative records for placement in education or training
Attainment of a Degree or Certificate	Administrative records
Literacy and Numeracy Gains	Assessment instrument

## **A. Wage Records**

To ensure comparability of the common measures on a national level, wage records are the primary data source for the employment-related measures (except as noted in this Section).

### **Unemployment Insurance Wage Records**

To the extent it is consistent with state law, Unemployment Insurance (UI) wage records will be the primary data source for tracking the adult entered employment, retention, and earnings increase measures and the employment portion of the youth placement in employment or education measure.

### **Additional Wage Records**

While most forms of employment in a state's workforce are "covered" and will be in the UI wage records, certain types of employers and employees are excluded by Federal UI law or are not covered under states' UI laws. States may use record sharing and/or automated record matching with other employment and administrative data sources to determine and document employment and earnings for "uncovered" workers.

Additional wage record data sources include the following:

- Wage Record Interchange System (WRIS)
- U.S. Office of Personnel Management (OPM)
- U.S. Postal Service
- U.S. Department of Defense
- Railroad Retirement System
- State government employment records
- Local government employment records
- Judicial employment records
- Public school employment records
- State New Hires Registry
- State Department of Revenue or Tax (for individuals who are self-employed, information must be obtained through record-sharing or automated matching of state tax records)

ETA, in collaboration with the OPM, U.S. Postal Service, and the Department of Defense, has created a pilot data exchange system to provide access for all states to wage record information on Federal and military employment. Updates are available at <http://www.doleta.gov/performance>.

## **B. Supplemental Sources of Data**

Supplemental data will be used for program management purposes and to gain a full understanding of program performance and activities. Although a majority of employment situations will be covered by wage records, certain other types of employment, particularly self-employment, are either excluded from the sources of data identified under Subsection A above or very difficult for grantees to access due to data confidentiality issues (e.g., access to State Department of Revenue or Tax records). Grantees should not be discouraged from providing entrepreneurial training or assisting the hard-to-serve simply because the subsequent employment is not covered by wage records. Therefore, in order to convey full and accurate information on the employment impact of ETA programs, grantees may use supplemental sources of data to document a participant's entry and retention in employment. For grantees that do not have access to wage records, supplemental sources of data will be permitted as an interim means of reporting on the earnings increase measure until all grantees in a program have access to wage records.

Allowable sources of supplemental information for tracking employment-related outcomes in the performance measurement periods include case management notes, automated labor exchange system administrative records, surveys of participants, and contacts with employers. All supplemental data and methods must be documented and are subject to audit.

## **C. Administrative Records**

Administrative records will be the data source for the education and training portion of the placement in employment or education measure and the attainment of a degree or certificate measure. All data and methods used to determine placement in education and training or achievement of a degree or certificate must be documented and are subject to audit.

### **Placement in Post-Secondary Education or Advanced Training/Occupational Skills Training**

The following data sources can be used to determine whether participants in youth programs are placed in post-secondary education and/or advanced training/occupational skills training:

1. Case management notes and surveys of participants to determine if the individual has been placed in post-secondary education and/or advanced training/occupational skills training; or
2. Record-sharing agreements and/or automated record matching with administrative/other data sources to determine and document that the participant has been placed in post-secondary education and/or advanced training/occupational skills training. These data sources may include:
  - State board governing community colleges
  - State board governing universities
  - State education associations
  - Integrated post-secondary or higher education reporting unit
  - Training institutions/providers

### **Degree or Certificate**

The following data sources can be used to determine whether participants in youth programs attain degrees or certificates:

1. Case management notes and surveys of participants to determine that the individual has received a degree or certificate; or
2. Record sharing agreements and/or automated record matching with administrative/other data sources to determine and document that the participant has received a degree or certificate. These data sources may include:
  - State board of Education
  - State board governing community colleges
  - State board governing universities
  - State licensing boards for private schools
  - State education associations
  - Integrated post-secondary or higher education reporting unit
  - State Department of Professional or Occupational Regulation (possibly other units such as health care administration or specific boards like the “Board of Nursing”)
  - Professional, industry, or employer organization or a product manufacturer or developer
  - Training institutions/providers
  - Adult Basic Education providers (GED/equivalent testing agencies)

7. **Action Required.** Please make this information available to appropriate program staff.

### **8. Attachments.**

Attachment A: Federal Job Training and Employment Programs Impacted by Common Measures

Attachment B: Common Measures At-A-Glance

Attachment C: Definitions of Key Terms

Attachment D: Educational Functioning Level Descriptors

**ATTACHMENT A:  
FEDERAL JOB TRAINING AND EMPLOYMENT PROGRAMS  
IMPACTED BY COMMON MEASURES**

In addition to programs administered by ETA, the following Federal programs are subject to the common measures:

**Department of Labor**

**Programs for Veterans:**

- Veterans' Workforce Investment Program
- Disabled Veterans' Outreach Program
- Local Veterans' Employment Representatives
- Homeless Veterans' Reintegration Program

**Department of Education**

**Adult Education**

**Rehabilitation Services:**

- Vocational Rehabilitation Grants to States
- American Indian Vocational Rehabilitation Services
- Supported Employment State Grants
- Projects with Industry
- Migrant and Seasonal Farm Workers

**State Grants for Incarcerated Youth Offenders**

**Vocational Education:**

- Carl D. Perkins Vocational and Technical Education Act - State Grants
- Carl D. Perkins Vocational and Technical Education Act - Tech Prep State Grants
- Carl D. Perkins Vocational and Technical Education Act – Tribally Controlled Postsecondary
- Vocational Institutions

**Department of Health and Human Services**

**Temporary Assistance to Needy Families**

**Department of Veterans Affairs**

**Vocational Rehabilitation and Employment Services and Benefits**

**Department of the Interior**

**Job Placement and Training**

**Department of Housing and Urban Development**

**YouthBuild**

## ATTACHMENT B: COMMON MEASURES AT-A-GLANCE

### ADULT MEASURES

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#### Entered Employment

*Of those who are not employed  
at the date of participation:*

# of participants who are employed  
in the first quarter after the exit quarter

---

# of participants who exit during the quarter

#### Employment Retention

*Of those who are employed in the  
first quarter after the exit quarter:*

# of participants who are employed in  
both the second and third quarters  
after the exit quarter

---

# of participants who exit during the quarter

#### Six Months Earnings Increase

*Of those who are employed in the  
first quarter after the exit quarter:*

[Total earnings in the second + third quarters after the  
exit quarter] **minus**

[Total earnings in the second + third quarters prior to  
the participation quarter]

---

# of participants who exit during the quarter

### YOUTH MEASURES

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#### Placement in Employment or Education

*Of those who are not in post-secondary education,  
employment, or the military  
at the date of participation:*

# of participants who are in employment or  
the military or enrolled in post-secondary  
education and/or advanced training/occupational  
skills training in the first quarter after the exit  
quarter

---

# of participants who exit during the quarter

#### Attainment of a Degree or Certificate

*Of those enrolled in education (at the date of  
participation or at any point during the program):*

# of participants who attain a diploma, GED, or  
certificate by the end of the third quarter  
after the exit quarter

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# of participants who exit during the quarter

#### Literacy and Numeracy Gains

*Of those out-of-school youth who are basic skills  
deficient:*

# of participants who increase one  
or more educational functioning levels

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# of participants who have completed a year in the  
program (i.e., one year from the date of program  
participation) plus the # of participants who exit  
before completing a year in the program



## ATTACHMENT C: DEFINITIONS OF KEY TERMS

***Advanced Training/Occupational Skills Training*** – An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) coincide with exit rather than short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate (as defined below under this attachment).

***Basic Skills Deficient*** – The individual computes or solves problems, reads, writes, or speaks English at or below the eighth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. In addition, states and grantees have the option of establishing their own definition, which must include the above language. In cases where states or grantees establish such a definition, that definition will be used for basic literacy skills determination.

***Certificate*** – A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards or awarded in recognition of the attainment of only generic pre-employment or work readiness skills are not included in this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

- A state educational agency, or a state agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs.
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education and training to veterans and other eligible persons under provisions of the Montgomery GI Bill.
- Office of Job Corps.
- Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

***Date of Participation*** – Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.

***Date of Exit*** – Represents the last day on which the individual received a service funded by the program or a partner program.

***Diploma*** – The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.

***Educational Gain*** – At post-test, participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test).

***Employed at the Date of Participation*** – An individual employed at the date of participation is one who:

- Did any work at all as a paid employee (except the individual is not considered employed if: a) he/she has received a notice of termination of employment or the employer has issued a WARN or other notice that the facility or enterprise will close, or b) he/she is currently on active military duty and has been provided with a date of separation from military service);
- Did any work at all in his/her own business, profession, or farm;
- Worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or
- Was not working, but has a job or business from which he/she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, regardless of whether paid by the employer for time off, and regardless of whether seeking another job.

***Employed in Any Quarter After the Exit Quarter*** – The individual is considered employed in a quarter after the exit quarter if wage records for that quarter show earnings greater than zero. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter of measurement after the exit quarter, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.

***Exit Quarter*** – Represents the calendar quarter in which the date of exit is recorded for the individual.

***Military Status at the Date of Participation*** – An individual is considered to be in the military at the date of participation if: a) he/she currently is serving on active military duty and has not been provided with a date of separation from military service, or b) he/she is a member of the National Guard or one of the Military Reserves and is currently serving in a mobilized (i.e., active military duty) status.

***Out-of-School Youth*** – An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed (WIA section 101(33)). For reporting purposes, this term includes all youth except those who are attending any school and have not received a secondary school diploma or its recognized equivalent, and except those who are attending post-secondary school and are not basic skills deficient.

***Participant*** – The term participant means an individual who is determined eligible to participate in the program and receives a service funded by the program in a physical location (e.g., a One-Stop career center). States and grantees are encouraged to consider as participants those individuals who receive services that are available electronically and are not accessed through a physical location.

***Participation Quarter*** – Represents the calendar quarter in which the date of participation is recorded for the individual.

***Physical Location*** – A physical location means a designated One-Stop career center, an affiliated One-Stop partner site, including a technologically linked access point, where services and activities funded by the program are available, or other specialized centers and sites designed to address special customer needs, such as company work sites for dislocated workers.

***Post-Secondary Education*** – A program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., A.S., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in post-secondary education, but may count as a placement in “advanced training/occupational skills training.”

***Post-test*** – A test administered to a participant at regular intervals during the program.

***Pre-test*** – A test administered to a participant within 60 days following the date of participation.

**ATTACHMENT D: EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS**

## ATTACHMENT D – EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<b>Beginning ABE Literacy</b> Test Benchmark: TABE (7-8 and 9-10): scale scores (grade level 0-1.9): Reading 367 and below Total Math 313 and below Language 392 and below  CASAS: 200 and below  ABE scale scores (grade level 0-1.9): Reading 523 and below Math 521 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
<b>Beginning Basic Education</b> Test Benchmark: TABE (7-8 and 9-10): scale scores (grade level 2-3.9): Reading: 368-460 Total Math: 314-441 Language: 393-490  CASAS: 201-210  ABE scale scores (grade level 2-3.9): Reading: 525-612 Math: 530-591	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to <b>worker safety</b> before using a piece of machinery; can read want ads and complete simple job applications.



Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<b>Low Intermediate Basic Education</b> Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 4-5.9): Reading: 461-517 Total Math: 442-505 Language: 491-523  CASAS: 211-220  ABLE scale scores (grade level 4-5.9): Reading: 613-644 Math: 593-641	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.
<b>High Intermediate Basic Education</b> Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 6-8.9): Reading: 518-566 Total Math: 506-565 Language: 524-559  CASAS: 221-235  ABLE scale score (grade level 6-8.9): Reading: 646-680 Math: 643-693  WorkKeys scale scores: Reading for Information: 75 – 78 Writing: 75 – 77 Applied Mathematics: 75 – 77	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<b>Low Adult Secondary Education</b> Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 9-10.9): Reading: 567-595 Total Math: 566-594 Language: 560-585  CASAS: 236-245  ABLE scale scores (grade level 9-10.9): Reading: 682-697 Math: 694-716  WorkKeys scale scores: Reading for Information: 79 – 81 Writing: 78 – 85 Applied Mathematics: 78 – 81	Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.	Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.
<b>High Adult Secondary Education</b> Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 11-12): Reading: 596 and above Total Math: 595 and above Language: 586 and above  CASAS: 246 and higher  ABLE scale scores (grade level 11-12): Reading: 699 and above Math: 717 and above  WorkKeys scale scores: Reading for Information: 82 – 90 Writing: 86 – 90 Applied Mathematics: 82 – 90	Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	Individuals are able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.



Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH—AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<b>Beginning ESL Literacy</b> Test benchmark: CASAS (all): 180 and below SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1 Oral BEST: 0-15 BEST Plus: 400 and below Literacy BEST: 0-7	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
<b>Beginning ESL</b> Test benchmark: CASAS (all): 181-200 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4 Oral BEST 16-41 BEST Plus: 401-438 Literacy BEST: 8-46	Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.	Individual can recognize, read and write numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.
<b>Low Intermediate ESL</b> Test benchmark: CASAS (all): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5 Oral BEST: 42-50 BEST Plus: 439-472 Literacy BEST: 47-53	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules; signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH-AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<b>High Intermediate ESL</b> Test benchmark: CASAS (all): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6 Oral BEST: 51-57 BEST Plus: 473-506 Literacy BEST: 54-65	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.



Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH-AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<b>Low Advanced ESL</b> Test benchmark: CASAS (All): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7 Oral BEST 58-64 BEST Plus: 507-540 Literacy BEST: 66 and above	Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.
<b>High Advanced ESL</b> Test benchmark: CASAS (All): 236-245 SPL (Speaking) 7 SPL (Reading and Writing) 8 Oral BEST 65 and above BEST Plus: 541-598  Exit Criteria: SPL 8 (BEST Plus 599 and higher)	Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.	Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors.	Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.

Source: U.S. Department of Education, Office of Vocational and Adult Education.